



League Academy

125 Twin Lake Road
Greenville, SC 29609

Grades	6-8 Middle School	
Enrollment	728 Students	
Principal	Merry L. Cox	864-355-8100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average
2004	Good	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

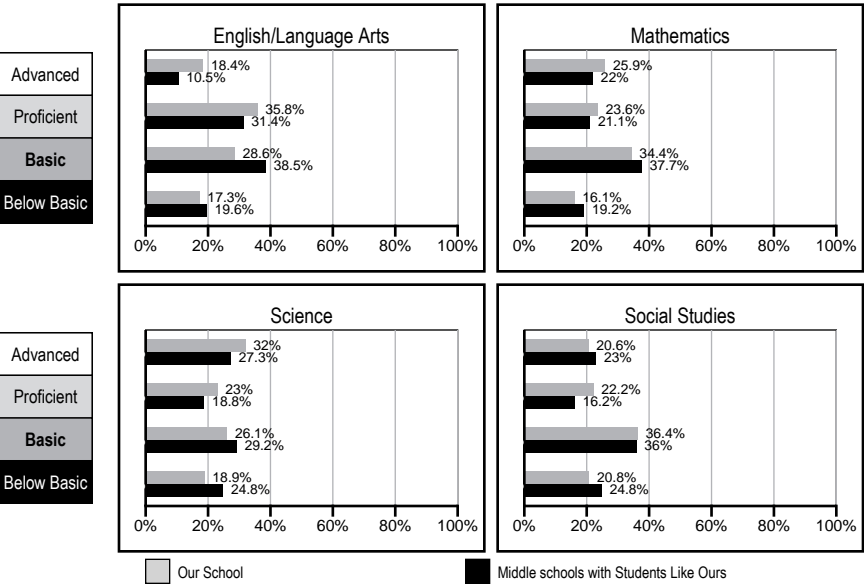
96.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	13	1	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	98.2	96.4
English 1	100.0	96.4
Physical Science	0	50.0
All Subjects	98.8	96.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=728)				
Students enrolled in high school credit courses (grades 7 & 8)	30.2%	Up from 29.9%	31.6%	19.4%
Retention rate	1.8%	Up from 1.3%	1.4%	1.8%
Attendance rate	96.8%	No Change	96.3%	95.8%
Eligible for gifted and talented	40.0%	Down from 44.2%	27.9%	15.3%
With disabilities other than speech	7.7%	Down from 8.8%	10.2%	12.9%
Older than usual for grade	1.1%	Up from 1.0%	1.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Up from 0.8%	1.0%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=48)				
Teachers with advanced degrees	56.3%	Down from 58.3%	58.7%	55.0%
Continuing contract teachers	75.0%	Down from 77.1%	75.0%	70.6%
Teachers with emergency or provisional certificates	4.9%	Down from 5.0%	3.9%	5.4%
Teachers returning from previous year	80.7%	Up from 79.1%	84.3%	83.4%
Teacher attendance rate	94.7%	Down from 95.6%	95.5%	94.9%
Average teacher salary	\$45,231	Down 0.8%	\$46,856	\$44,706
Professional development days/teacher	15.6 days	Up from 14.8 days	12.6 days	11.8 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	3.0
Student-teacher ratio in core subjects	23.0 to 1	Down from 23.8 to 1	21.6 to 1	20.1 to 1
Prime instructional time	90.5%	Down from 91.6%	90.2%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.9%	Down from 99.0%	97.9%	98.0%
Character development program	Good	Down from Excellent	Excellent	Good
Dollars spent per pupil*	\$6,180	Up 4.0%	\$6,292	\$7,097
Percent of expenditures for instruction*	65.7%	Down from 67.9%	66.6%	64.4%
Percent of expenditures for teacher salaries*	59.1%	Down from 65.4%	63.1%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

League Academy of Communication Arts is an urban magnet school comprised of grades 6-8 with an arts integration focus. Our facility opened in August of 2006 and is a state-of-the-art facility, including 50 classrooms, an arts wing, auditorium, gymnasium cafeteria, media center, and computer labs. Our motto of "Hands on Today, Eyes on Tomorrow" and mission statement of "Challenge—Create—Communicate!" exemplify the way we believe our students learn. At League, students have the unique opportunity to take a wide variety and level of arts classes. Content teachers plan with the fine arts teachers to develop high quality, arts-integrated lessons to raise student achievement. Technology is used by teachers and students through the use of more than 150 wireless laptop computers, document cameras, Promethean Boards, Smart slates, and digital and video cameras.

Our student enrollment of about 720 is made up of a great diversity of students. Parents, community, and staff work to raise the academic challenge and performance of each student at League and to provide a school environment supportive of learning, all the while striving to integrate a high quality arts program into our curriculum.

Our PACT scores continue to be higher than the district and state averages, and our school improvement plan is focused on increasing student achievement in each content area. MAP is given twice a year to provide teachers, parents, and students with needed data to target instruction to raise student achievement as measured by PACT.

League's professional staff is made up of 48 teachers, 3 administrators, and support staff which include a media specialist, 2 guidance counselors, a magnet coordinator, and an instructional coach. Fifty-three percent of our professional staff has more than 10 years experience, and over 60% have earned a Masters degree or higher. Four teachers are National Board Certified. In 2007-2008, many students were recognized at the school, district, state, and national level for their academic and artistic achievements. Our fine arts students perform twice a year at League in Dance, Drama, Band, Strings, and Chorus. Our visual arts program has a showcase in the spring.

We have PTA and SIC involvement throughout the year. As a joint effort, our PTA/SIC work together to sponsor parent workshops tailored for each grade to help deal with their adolescent children. An award created and sponsored by the SIC, the Dr. Richard Maag Arts Integration Award, is annually given to a teacher for exceptional arts integration in the classroom.

League staff and students are recognized for their extraordinary gifts and talents, including the prestigious Red Carpet Award and National PTA School of Excellence. Our school improvement plan or school portfolio guides our purchases, resources, decisions, and budget. The mission, vision, and goals support our work to raise student achievement for each student. Please visit our website at <http://www.greenville.k12.sc.us/league> to read our school portfolio or learn more about League Academy of Communication Arts in Greenville, SC.

Merry L. Cox, Principal
 Toni R. Norris, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	165	55
Percent satisfied with learning environment	86.4%	77.4%	77.8%
Percent satisfied with social and physical environment	90.9%	81.6%	90.7%
Percent satisfied with school-home relations	88.4%	81.8%	78.8%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.8%	0.0%	No
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	714	100	18.7	30.5	36.1	14.7	60.7	52.4	48.2	Yes	Yes
Gender											
Male	314	100	25.2	39	29.7	6.2	45.9	46.1	41.7	N/A	N/A
Female	400	100	13.8	24.2	41	21	71.9	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	441	100	7.1	27.1	44.6	21.1	75.4	62.3	60	Yes	Yes
African American	179	100	40.5	39.9	17.2	2.5	29.4	31.7	31.7	Yes	Yes
Asian/Pacific Islander	24	100	26.1	21.7	43.5	8.7	60.9	74.9	70.4	I/S	I/S
Hispanic	66	100	44	36	18	2	34	36.7	38.4	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	57	100	78	20	2	0	10	20.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	37	100	72	16	12	0	12	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	232	100	42.3	42.3	13.4	2	27.4	34.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	714	99.9	16.6	37.3	22.1	24	56.9	49.5	45.8	Yes	Yes
Gender											
Male	314	99.7	20.7	39	19	21.4	53.4	49.9	45.6	N/A	N/A
Female	400	100	13.5	36.1	24.4	26	59.5	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	441	100	5.7	34.5	27.1	32.6	72.2	59.4	59	Yes	Yes
African American	179	99.4	41.1	46	8.6	4.3	20.2	27.2	26.9	No	Yes
Asian/Pacific Islander	24	100	4.3	30.4	43.5	21.7	78.3	75.3	71.3	I/S	I/S
Hispanic	66	100	36	40	10	14	32	37.4	38.1	No	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	57	100	72	20	8	0	8	20.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	37	100	40	40	20	0	36	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	232	99.6	38.3	41.8	12.4	7.5	27.4	32.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	479	99.8	18.7	26.2	23.1	32.1	55.2	39.3	35.7	96.8	96.5
Gender											
Male	195	99.5	21.2	26.8	23.5	28.5	52	41.6	37.4	96.4	96.4
Female	284	100	17	25.7	22.8	34.4	57.2	36.9	33.8	97.1	96.6
Racial/Ethnic Group											
White	307	99.7	8.6	22.8	26.5	42.1	68.5	49.7	49.2	97.1	96.4
African American	115	100	42.5	30.2	17	10.4	27.4	18.2	17	95.8	96.4
Asian/Pacific Islander	15	100	21.4	50	21.4	7.1	28.6	60.9	58	98.5	97.7
Hispanic	40	100	35.5	29	12.9	22.6	35.5	23.7	24.9	96.2	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	97.2	95.3
Disability Status											
Disabled	38	97.4	61.3	22.6	6.5	9.7	16.1	16.3	14	95	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	22	100	46.7	46.7	0	6.7	6.7	22.6	24.4	96.9	97.2
Socio-Economic Status											
Subsidized meals	150	99.3	38.6	33.3	15.2	12.9	28	21.3	21.1	95.9	95.8

Social Studies											
All Students	478	99.6	20.7	36.4	22.2	20.7	42.9	38.1	34	96.8	96.5
Gender											
Male	219	99.1	22.8	36.6	20.3	20.3	40.6	41	36.6	96.4	96.4
Female	259	100	19	36.3	23.8	21	44.8	35	31.3	97.1	96.6
Racial/Ethnic Group											
White	291	100	9.1	33.6	30.1	27.3	57.3	46.1	44.5	97.1	96.4
African American	122	100	42.9	44.6	7.1	5.4	12.5	20.5	19.1	95.8	96.4
Asian/Pacific Islander	16	100	26.7	26.7	13.3	33.3	46.7	60.2	58.9	98.5	97.7
Hispanic	47	95.7	42.9	40	5.7	11.4	17.1	27.7	27.5	96.2	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	97.2	95.3
Disability Status											
Disabled	38	100	58.8	32.4	2.9	5.9	8.8	17.1	14.4	95	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	24	95.8	60	33.3	0	6.7	6.7	27.6	27.3	96.9	97.2
Socio-Economic Status											
Subsidized meals	163	99.4	39	43.3	9.2	8.5	17.7	22.8	21	95.9	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	277	99.3	21.2	30.3	36.7	11.7	48.5
	7	241	99.6	23.6	36.7	31.4	8.3	39.7
	8	260	99.6	24	36.8	32.8	6.4	39.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	244	100	19.5	23.8	37.7	19	56.7
	7	245	100	15.5	34.3	39.5	10.7	50.2
	8	225	100	21.3	33.6	30.8	14.2	45
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	277	99.3	18.9	34.8	26.1	20.1	46.2
	7	241	100	17.9	34.5	22.3	25.3	47.6
	8	260	99.6	26	44.8	22	7.2	29.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	244	100	16.9	28.1	19.5	35.5	55
	7	245	100	14.2	31.3	23.6	30.9	54.5
	8	225	99.6	19	54	23.2	3.8	27
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	139	99.3	27.6	28.4	20.1	23.9	44
	7	240	100	23.1	26.2	23.6	27.1	50.7
	8	129	100	30.9	37.4	19.5	12.2	31.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	123	99.2	26.7	28.4	15.5	29.3	44.8
	7	245	100	14.6	21	21.5	42.9	64.4
	8	111	100	18.9	34.9	34.9	11.3	46.2
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	138	99.3	20.8	49.2	19.2	10.8	30
	7	240	100	27.1	37.6	14	21.4	35.4
	8	130	100	22	52.8	16.5	8.7	25.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	121	100	15.8	36.8	28.9	18.4	47.4
	7	245	100	26.6	33.5	15.9	24	39.9
	8	112	98.2	12.6	42.7	29.1	15.5	44.7

Abbreviations for Missing Data

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